Warwick East State School
Queensland State School Reporting
2015 School Annual Report

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Principal's foreword

Introduction

Warwick East State School Annual report features a brief description of our history, our facilities, our curriculum offerings, our behaviour code and our extra-curriculum offerings. Data is included on enrolment trends, class sizes, disciplinary suspensions, parent and student opinion surveys, parental involvement in the school and the school's environmental footprint. In addition information is included on our staff qualifications, involvement in professional development and attendance rates. The performance of our students on the Nationwide 3/5 Literacy and Numeracy (NAPLAN) tests is highlighted in the Performance Of Our Students section.

School progress towards its goals in 2015

The five central pillars of Warwick East's 2015 School Annual Improvement Plan are set out below.

1. School and student performance

- Continue Embedding LEAD 21 Strategies, skills and pedagogy across P-6 and Seven Steps to Writing Program.
- Maintain LEAD 21 steering committee and resource with planning time
- Review WESS school wide reading program and consistent use across P-6. Emphasise school wide decoding in reading strategies. School wide other KLA programs and Spelling Policy.
- Review School Assessment Planner and Regional benchmarks
- Review NAPLAN Data items for high and low achievement. Action plans developed for broad school strategies in place with term reviews.
- Review internal Reading and Maths data for class and individual planning and goal setting. School goals/ Regional benchmarks
- Apply DETE attendance policy. Continue Roll marking on One School
- Embed the Regional Charter of Expectations in practice and communicate principles to community.

2. Implementation of National Curriculum

- Teachers supported in implementation of C2C through planning sessions with HOC. Whole day planning sessions each term.
- Implement P-12 Curriculum Assessment and Reporting Framework
- Moderation meetings. Cluster twice per year.
- PD sessions scheduled twice per term in weekly Teacher meetings
- Resourcing for C2C units and infrastructure. IWB, Science, Maths, English, History kits.

3. Staff Development & Performance

- Principal Development plan negotiated and implemented with ARD.
- Principal to participate fully in regional MAP program.
- Staff Developing Performance Plans completed and reviewed.
- Develop Admin Team coaching, feedback, mentoring skills
- Twice term class visit by principal and following feedback/ coaching.
- Observation and feedback by HOC to review elements of explicit teaching in 'warm ups'.
- Maintain PD focus on Implementing C2C and Australian Curriculum (Preparing for Geography in 2014).
- Maintain focus on writing through 7 Steps to Improved Writing
- Maintain focus on ICT skills to support C2C implementation through workshops with HOC.
- Implement Regional Explicit Teaching Plan beginning in term one and expanding through 2015. Embed 16 elements into practice.
- Build staff capacity in behaviour through school review of data and involvement in PBL.

4. Community confidence

- Continue PBL.
- Analyse Annual Opinion surveys. Formulate action plans and reviews.
- Maintain and regularly update the School Website
- Hold school / community functions, graduation dinner, School dance, sports days, volunteer days, grandparents day, NAIDOC week etc.
- Conduct parent Information sessions. Term 1 class meetings, class newsletters, LEAD 21, C2C. Explicit Teaching, Courtesy calls, Curriculum News and Celebrations.
- Conduct Parent-Teacher interviews, Term 1 and 3
- Implement Parent and Community Engagement Framework.
- Chaplain Support Activities including Breakfast Club

5. Priorities from Strategic Plan

- Improve Literacy standards with emphasis on reading and writing
- Increase staff use of technology
- Increase use of internal and external data to guide action plans

All the above AIP actions were completed in 2015. Improvements are continuing in teacher observation and coaching interactions. Observations, feedback and coaching focussed on the 16 elements of Explicit Teaching with a highlight on "Warm-Ups". The behaviour management and data review led to plans to embrace the renowned PBL strategy in 2015. The resourcing directed towards the implementation of the Australian Curriculum in terms of professional development, ICT infrastructure, physical resource class kits and teacher support during the unit planning phase enhanced the introduction of this new curriculum and prepared the environment for the addition of future curriculum areas.

Future outlook

Areas for School Improvement in 2016

Priority 1. Reading

Strategy: Embed LEAD 21 and QAR teaching of Reading Comprehension Strategies. Ensure consistent school-wide teaching of LEAD 21 and QAR.
Strategy: Embed LEAD 21 and QAR teaching of Reading Comprehension Strategies through School based PD and Induction Program.
Strategy: Embed LEAD 21 and QAR teaching of Reading Comprehension Strategies through teacher led committee structure.
Strategy: Maintain development of school wide approach to explicit teaching of Jolly Phonics and Out and About sight words (Prep) and No Excuse sight words (Year 1 - 6).
Strategy: Continue Project 600 reading lessons
Strategy: Maintain School based reading assessment program using PM Benchmarks, PROBE, PAT R, Early Start data including analysis of trends in strengths and weaknesses for teaching purposes and using data generated for differentiation of teaching and goal setting

Priority 2. Writing

Strategy: Develop and document school approach to the explicit teaching of

Spelling.
Strategy: Embed and ensure consistent use of WESS Seven Steps to Writing.
Strategy: Utilise whole school approach to analysing and comparing writing samples from Term 1 and Term 4 using same task and criteria sheet to establish student improvement.
Strategy: Maintain analysis of NAPLAN writing data to establish improvement strategies as well as school and individual goals.

Priority 3. Numeracy
Strategy: Review Teaching Strategies in Numeracy.
Strategy: Review data collection, benchmarks and targets.
Strategy: Maintain School based Numeracy assessment program using PAT M, I Can Do Maths and Early Start data including analysis of trends in strengths and weaknesses for teaching purposes and using data generated for differentiation of teaching and goal setting
Strategy: Maintain analysis of NAPLAN Numeracy data to establish improvement strategies as well as school and individual goals.

Priority 4. Science
Strategy: Audit teaching Resources and develop an Acquisition plan.
Strategy: Utilise outside agencies such as Landcare and Hermitage Research Station.

Priority 5. Retention
Strategy: Differentiate individual student learning to enhance learning experience.
Strategy: Utilise PACE strategies to improve parent engagement in school activities.
Strategy: Introduce new School Wide Positive Behaviour Support program to develop greater consistency in proactive and explicit teaching of behavioural strategies, including a shared language throughout the school.
Strategy: Investigate the opportunities of engaging pre-prep students and parents in a weekly playgroup.
Strategy: Maintain current communication and promotion strategies while exploring new opportunities to enhance communication between school and home.

Priority 6. Attainment
Strategy: Implementation of the Regional Charter of expectations
Strategy: Implement recommendations from the Teaching and Learning Audit

Priority 7. Transition
Strategy: Participate in all cluster transition initiatives.
Maintain good communication between school and home and school and high school.
Strategy: Explore whole school transition activities, e.g. transition day during the last week of school, including pre-prep students. Continue a playgroup to improve transition to Prep.

Priority 8. Attendance
Strategy: Review best practice strategies in improving attendance strategies.
Strategy: Implement collaboratively negotiated strategy by the end of semester one.
Strategy: Implement Education policy and protocols for attendance.

Our school at a glance

School Profile

Coeducational or single sex: Coeducational

Independent Public School: No

Year levels offered in 2015: Prep Year - Year 6

Student enrolments for this school:

	Total	Girls	Boys	Indigenous	Enrolment Continuity (Feb – Nov)
2013	237	109	128	29	87%
2014	236	94	142	32	90%
2015	234	103	131	40	90%

Student counts are based on the Census (August) enrolment collection.

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

Characteristics of the student body:

Situated in the eastern suburbs of Warwick on the Condamine River, our school provides a coeducational education from P to Year 6 for 234 students from Warwick as well as the surrounding rural area. The school has a long history dating back to 1850. The National School Building, one of the original buildings is the oldest public school building in Queensland still being used and is heritage listed.

Classrooms are a mix of new modular rooms as well as refurbished rooms in older buildings. A Special Education Unit caters for students with disabilities. Other facilities include a science/art room and tuckshop.

Warwick East is situated on picturesque, spacious grounds that include extensive playground equipment under shade, spacious playing fields, practice cricket pitch, multi-purpose court, undercover play area (600square metres) and tennis practice board. Warwick East School has modernised its facilities through the federally funded Building the Education Revolution and National School Pride programs in 2011/2012. These funds have provided a state of the art resource centre, enhanced our undercover play area (HANGAR) so that it can be used for a wider spectrum of activities over a wider spectrum of conditions including night time and wet conditions and renovations in most classrooms to facilitate extended use of ICT resources and laptops and enhanced storage space with new whiteboards/corkboards. In 2013/14 a modern, purpose built Early Education Centre was added to our facilities.

Our school caters for between 230 and 240 students from the Warwick town as well as from the surrounding rural areas with enrolment trend showing a slight increase. A wide range of students attend our school. An itinerant component is evident as well as a large number of families that have had a connection with our school over many generations. Attendance levels for the majority of students are high. In 2015, approximately 3% of our students' parents were employed in senior management/professional roles, 12% in other business or management roles, 22%in trades/clerk/sales or service roles, 40% engaged in machine operation/hospitality staff/labourers positions with a further 23% not in paid work in the last 12 months.

Approximately 17.7% of our students have indigenous backgrounds and less than 1% speak languages other than English at home.

Average class sizes

Phase	Average Class Size

	2013	2014	2015
Prep – Year 3	18	18	21
Year 4 – Year 7 Primary	23	27	28
Year 7 Secondary – Year 10			
Year 11 – Year 12			

*From 2015, data for all state high schools include Year 7 students. Prior to 2015, only state high schools offering Year 7 had these students included in their counts.

School Disciplinary Absences

	Count of Incidents		
Disciplinary Absences	2013	2014*	2015**
Short Suspensions - 1 to 5 days	11	5	15
Long Suspensions - 6 to 20 days	0	0	0
Exclusions	0	0	0
Cancellations of Enrolment	0	0	0

* Caution should be used when comparing post 2013 SDA data as amendments to EGPA disciplinary provisions and changes in methodology created time series breaks in 2014 and 2015.

**From 2015, Exclusion represents principal decisions to exclude rather than recommendations for exclusion. From 2015 where a principal decided not to exclude, a small number of recommendations for exclusions have been counted as a long suspension. Exclusions, Cancellations and Long & Charge Suspensions may be upheld or set aside through an appeals process.

Curriculum delivery

Our approach to curriculum delivery

Our school bases its curriculum on the Key Learning Area Syllabuses of Education Queensland, from these syllabi, our school provides a curriculum structured around:
English – Australian curriculum
Mathematics - Australian curriculum
Science - Australian curriculum
History - Australian curriculum
Geography - Australian curriculum
Single KLA units include Technology, SOSE, The Arts and Health/Personal Development strands
Physical Education – Specialist Teacher
Music – Specialist Teacher
Languages Other Than English (Years 5, 6 and 7) – Specialist Teacher - The language of study is Japanese.
Literacy, Numeracy and ICT skills are embedded throughout all learning areas.

Students with Disabilities

Inclusivity and a safe and supportive school environment are ensured for Students with Disabilities at Warwick East State School, through the adoption of our vision statement. All students engage with the Australian Curriculum, with varying levels of support. Support may be in the form of adjustments to curriculum, pedagogy and assessment by the classroom teacher, specialist teacher and/or teacher aide support within the classroom, a modified program across particular learning areas delivered with the Special Education Unit, or a fully supported and modified program in the Special Education Unit. Student needs are identified through rigorous data collection and meetings with relevant stakeholders, before an Individual Learning Plan is developed by the Learning Support Team, to meet the individual learning needs of the students. Technologies, such as iPads and interactive whiteboards, are used extensively to support and promote student engagement and learning.
As well as the learning areas from the Australian Curriculum, students in the Special Education Unit

access programs to support their personal and social development, through programs such as:
Social group programs
Self-regulation programs
Horse riding
Hydrotherapy
Access to various community services (such as the town library)

Behaviour Management
Our managing student behaviour program is based on a set of shared values that is integral to living and learning in our school community. The approach aims to assist students in becoming responsible thinkers and doers who aim to weigh up the consequences of behaviour choices to achieve what they want in a socially acceptable manner.
External surveys of students and parents attest to this approach improving the inclusive and socially just climate of the school.
Through explicitly teaching the School's expectations to all students in the school in weekly lessons, the teaching staff members aim to teach positive independent behaviour, so that students learn appropriate ways to behave with all people in all situations. Our values and expectations have been developed by staff and the school community and are organised around the 4B's expectations: Be Safe, Be Respectful, Be A Learner and Be Responsible. Throughout 2015 a planning group consisting of staff and parent representatives worked through a process to utilise the principles of the research based Positive Behaviour for Learning strategy as the foundation for school-wide behaviour management from 2015 onwards.

Extra curricula activities

School Captains and House Captains
Students are actively supported and encouraged to take on leadership roles in the school. Positions were available for Year 6's as house captains and school captains. Leaders assist with parade, introducing and thanking guests, playtime responsibilities with sports equipment and behaviour supervision and play a major role in school sports carnivals.
Student Council
The Student Council provides students with the opportunity to take an active role in the management of the school. Representatives were selected from each class group consisting of Grades 4, 5, 6, and 7. Student council members are involved in fund raising days, and community events such as "Jumpers and Jazz."
Athletics Carnival
The Inter-house Athletics Carnival is held in early Term 3. An Inter-house Cross Country event was very successfully added to our sports program in 2010.
Swimming Carnival
The Warwick East State School Inter-house Swimming Carnival is held annually.

Swimming Lessons

All students from Warwick East School have the opportunity to participate in swimming instructions, conducted at the Warwick Indoor Recreational and Aquatic Centre in Term 4.
Concerts
The combined Warwick Primary School Instrumental Music Concert is held in November of each year. Music students attend music camps and special days such as TYME in Toowoomba, Showcase and Fanfare.
Excursions
To a variety of destinations throughout the year.
Camps
Year 6 students attend Tallebudgera Camp each year.
Interschool Sport
Students in Year 4-6 engaged in a range of interschool sports including Cricket, Softball, T-ball, Netball, Hockey, Rugby League, Football, Cross Country, Ball Games, Swimming, Athletics and Cross Country. Opportunity exists within all of these sports (and others) for district, regional and state representation.

Active After School Communities
Students in Years four to six were able to access sporting opportunities through the Federally

funded Sporting Schools program that operates with trained coaches two afternoons per week.

School Choir

Taught by a specialist teacher with weekly practice and performs at a variety of functions each year.

Instrumental Music

Program includes strings, and concert bands taught by 2 specialist teachers. Combined band practice is weekly before school then students have individual or small group lessons during the day with their specialist instrumental music teachers. Students attend music camps each year. Bands perform at school on special occasions and a number of venues and events throughout the year.

Warwick Show

Students enter art work, projects, etc in show competitions

Enrichment Program

Incorporated through inclusion in general planning and overseen by teachers with an interest in Gifted and Talented Education and the Special Needs Action Committee. Special programs are run annually in accordance with available resources. Regional extension camps are made available to students. Students participate in UNSW testing programs and competitions including the Warwick High School Eco Program

A popular and engaging daily lunchtime program operates at East to include interested students in environmental activities such as worm farming, chicken raising, gathering food scraps for composting, growing a variety of plants and flowers and other activities.

How Information and Communication Technologies are used to improve learning

Classroom teachers have been responsible for delivering ICT lessons during 2015 with the focus on ICTs as being integral to student learning throughout all KLA's. The computer lab / library timetable has been arranged so that a whole class can go to the area at one time. Computers in classrooms are also used everyday. Teachers have planned ICTs following the needs of the C2C units of work and the ICT Student Expectations for the various year levels. Professional Development for all staff has been provided on a needs basis so they may enhance their skills in a particular area. The acquisition of staff laptops late in 2009 then replacements in 2013 has given a boost to the opportunities available to all staff in providing ICT rich learning experiences which have been expanded throughout 2014 with the teachers' utilisation of the ICT resources embedded in the C2C units. Other technologies including IWBs/data projectors, iPads, cameras, flip cameras are well stocked and used to enhance learning experiences. Teaching staff who use the interactive whiteboards have continued to develop their skills with experimentation and peer tutoring. Software titles continue to be added to the school network with a suite of easier word processing and publishing titles for the younger year levels being a major purchase. 2015 has seen a major shift in the confidence and expertise of teaching staff using ICTs as data projectors and other infrastructure were purchased, allowing optimum teacher laptop use in classrooms in the teaching context.

Social Climate

The social climate of our school is especially important to us. At Warwick East we believe in a commitment to quality learning outcomes and relationships. We strive to support students to achieve their best in our academic, social, cultural and sporting programs, guiding them to fulfilling experiences, while preparing them for the future. This is reflected in our school motto and school values.

At Warwick East State School we believe that children **learn to live and live to learn** through being at school every day, always trying their best, being **safe**, **respectful** and **responsible**.

We believe this happens when the whole community strives to exhibit effective and positive relationships between teachers, teacher aides, auxiliary staff, students, parents, volunteers and community members, based on our school's values. In 2015, Warwick East enjoyed the services of a school chaplain two days per week who partnered with our school, community support organisations and local churches to support children and families. The Chaplain organised Breakfast club, was proactive in class and individual support programs as well as provided appropriate reactive support. Volunteers provide many lunch support programs with individual students and groups. Throughout 2015 volunteers were encouraged to support students in reading.

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Parent, student and staff satisfaction with the school

Performance measure			
Percentage of parent/caregivers who agree[#] that:	2013	2014	2015
their child is getting a good education at school (S2016)	94%	100%	87%
this is a good school (S2035)	97%	100%	94%
their child likes being at this school (S2001)	97%	100%	94%
their child feels safe at this school (S2002)	100%	100%	93%
their child's learning needs are being met at this school (S2003)	100%	100%	94%
their child is making good progress at this school (S2004)	97%	100%	88%
teachers at this school expect their child to do his or her best (S2005)	100%	100%	87%
teachers at this school provide their child with useful feedback about his or her school work (S2006)	100%	95%	88%
teachers at this school motivate their child to learn (S2007)	94%	100%	88%
teachers at this school treat students fairly (S2008)	94%	95%	88%
they can talk to their child's teachers about their concerns (S2009)	100%	100%	81%
this school works with them to support their child's learning (S2010)	97%	100%	94%
this school takes parents' opinions seriously (S2011)	94%	100%	81%
student behaviour is well managed at this school (S2012)	94%	74%	88%
this school looks for ways to improve (S2013)	97%	100%	100%
this school is well maintained (S2014)	100%	100%	100%

Performance measure			
Percentage of students who agree[#] that:	2013	2014	2015
they are getting a good education at school (S2048)	89%	96%	92%
they like being at their school (S2036)	83%	90%	87%
they feel safe at their school (S2037)	89%	91%	83%
their teachers motivate them to learn (S2038)	98%	97%	93%
their teachers expect them to do their best (S2039)	100%	99%	99%
their teachers provide them with useful feedback about their school work (S2040)	96%	99%	92%
teachers treat students fairly at their school (S2041)	91%	88%	89%
they can talk to their teachers about their concerns (S2042)	91%	91%	82%
their school takes students' opinions seriously (S2043)	89%	90%	86%
student behaviour is well managed at their school (S2044)	85%	85%	87%
their school looks for ways to improve (S2045)	98%	94%	89%
their school is well maintained (S2046)	98%	92%	88%
their school gives them opportunities to do interesting things (S2047)	98%	95%	93%

Performance measure			
Percentage of school staff who agree[#] that:	2013	2014	2015
they enjoy working at their school (S2069)	100%	91%	95%

Performance measure			
Percentage of school staff who agree# that:	2013	2014	2015
they feel that their school is a safe place in which to work (S2070)	97%	95%	89%
they receive useful feedback about their work at their school (S2071)	89%	82%	89%
they feel confident embedding Aboriginal and Torres Strait Islander perspectives across the learning areas (S2114)	95%	93%	100%
students are encouraged to do their best at their school (S2072)	100%	95%	100%
students are treated fairly at their school (S2073)	100%	100%	100%
student behaviour is well managed at their school (S2074)	89%	82%	79%
staff are well supported at their school (S2075)	86%	77%	89%
their school takes staff opinions seriously (S2076)	94%	81%	95%
their school looks for ways to improve (S2077)	97%	86%	94%
their school is well maintained (S2078)	97%	95%	89%
their school gives them opportunities to do interesting things (S2079)	92%	86%	74%

# 'Agree' represents the percentage of respondents who Somewhat Agree, Agree or Strongly Agree with the statement.
DW = Data withheld to ensure confidentiality.

Parent and Community Engagement

We encourage parents to become heavily involved in their child's education through the principles of the Parent and Community Engagement Framework. At the start of the year Parent Information sessions are organised by all class teachers where the class programs are outlined and parent questions answered. Parents are encouraged to participate in school and class activities. Formal Parent/Teacher interviews are held after term one and at the end of semester one each year. Parents are closely involved in completing their students‟ individual support programs.
Community participation is also welcomed as our school endeavours to provide a curriculum which is engaging and relevant. Our community actively participates in the school through attendance at monthly Parents and Citizens meetings, PBL monthly meetings, tuckshop, fund-raising and classroom / cocurricular activities such as excursions and camps. Riding for the disabled involves close cooperation with staff, parents and community organisations. Our school actively participates in community events e.g. ANZAC Day, Jumpers and Jazz in July, Warwick Show and Rodeo. A parent information session is held during Education Week and enrolment days and sessions have been conducted annually to discuss Embedding Indigenous perspectives in the curriculum.
Weekly newsletters, school webpage, scheduled student-teacher interviews and regular contact enable enhanced communication between school and home.
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Reducing the school's environmental footprint

Data is sourced from the school's annual utilities return and is reliant on the accuracy of these returns
A bank of 24 solar panels attached to block A and the installation of energy efficient light tubes throughout the school contributed to the reduction of our environmental footprint. Warwick East School recycles paper and aluminium cans and has had a number of water tanks installed to reduce our town water usage. Extra tanks added through the BER project in 2011/2012 contributed to reduced dependence on town supplied water. Information made available through the local council on recycling is provided to students in the upper grades.
A school garden was commenced in 2011 to teach students more about recycling and sustainability in 2013 and beyond. Parents contributed funds to the garden which now includes a chicken coop with a small number of chickens and a variety of gardens. This program has gained strong momentum with students of all ages engaged each lunch time in a range of environmental activities including worm farming and composting. A successful grant submission to water the school oval with recycled water was submitted in 2012 and work was completed on this project in 2013.
A staff member is designated to oversee school sustainability issues.

	Environmental footprint indicators

Years	Electricity kWh	Water kL
2012-2013	116,994	2,070
2013-2014	105,035	4,197
2014-2015	112,431	

*The consumption data is compiled from sources including ERM, Ergon reports and utilities data entered into OneSchool by each school. The data provides an indication of the consumption trend in each of the utility categories which impact on the school's environmental footprint.

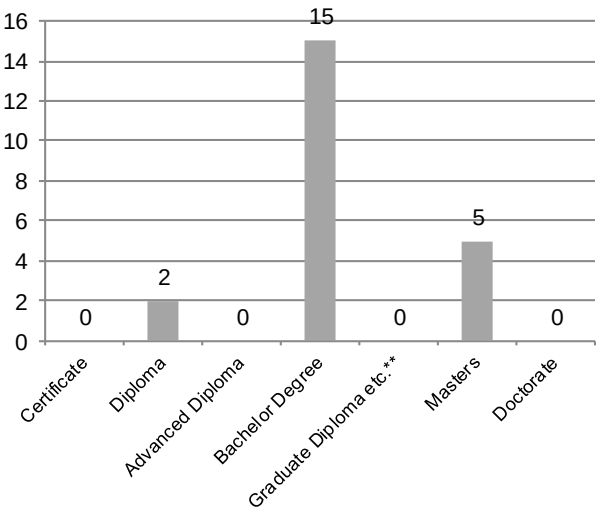
Our staff profile

Staff composition, including Indigenous staff

2015 Workforce Composition	Teaching Staff*	Non-teaching Staff	Indigenous Staff
Headcounts	19	19	0
Full-time equivalents	16	12	0

Qualification of all teachers

Highest level of attainment	Number of Teaching Staff *
Certificate	0
Diploma	2
Advanced Diploma	0
Bachelor Degree	15
Graduate Diploma etc.**	0
Masters	5
Doctorate	0
Total	**22**



*Teaching staff includes School Leaders

**Graduate Diploma etc. includes Graduate Diploma, Bachelor Honours Degree, and Graduate Certificate.

Expenditure on and teacher participation in professional development

The total funds expended on teacher professional development in 2015 were $.10,000.

The major professional development initiatives are as follows:

Professional development consists of in school and out of school sessions. PD is designed to meet personal, school and systemic goals through personal development plans, school AIP and EQ priorities. In 2015 the main PD priorities were around introducing the Australian Curriculum, PBL and meeting the planning and ICT requirements of the C2C suite of resources.

The proportion of the teaching staff involved in professional development activities during 2015 was 100%.

Average staff attendance	2013	2014	2015

Staff attendance for permanent and temporary staff and school leaders.	96%	94%	96%

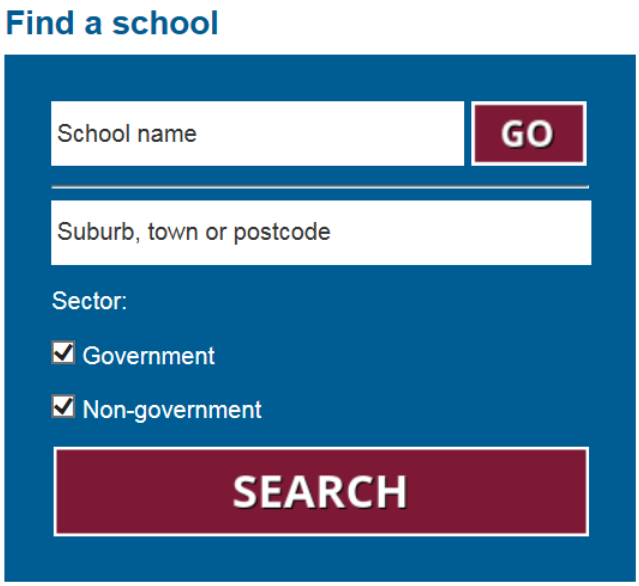
Proportion of staff retained from the previous school year

From the end of the previous school year, 90% of staff was retained by the school for the entire 2015 school year.

School income broken down by funding source

School income broken down by funding source is available via the *My School* website at http://www.myschool.edu.au/.

To access our income details, click on the *My School* link above. You will then be taken to the *My School* website with the following **'Find a school' text box.**



Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School financial information is available by selecting **'School finances'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of income by funding source.

Performance of our students

Key student outcomes

Student attendance	2013	2014	2015
The overall attendance rate for the students at this school (shown as a percentage).	91%	91%	91%
The attendance rate for Indigenous students at this school (shown as a percentage).	91%	86%	88%

The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

The overall attendance rate in 2015 for all Queensland Primary schools was 93%.

Student attendance rate for each year level (shown as a percentage)

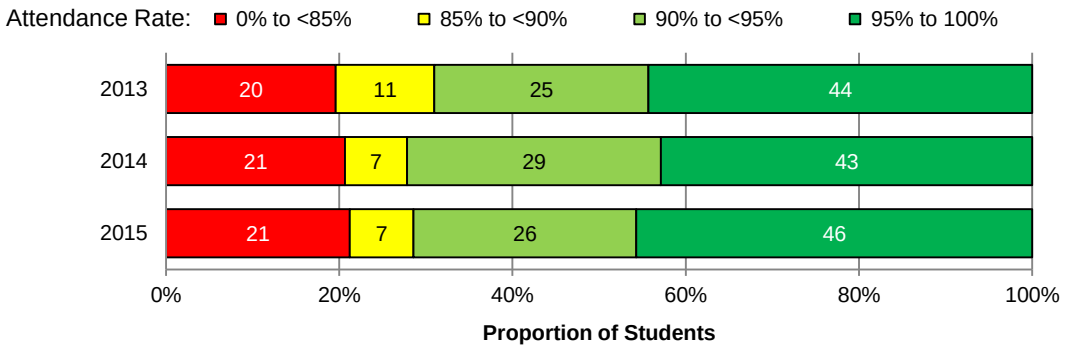
	Prep	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
2013	92%	91%	89%	93%	90%	91%	94%	90%					
2014	91%	92%	86%	91%	94%	91%	85%	94%					
2015	88%	92%	92%	93%	91%	92%	88%						

*From 2013, the methodology used for calculating attendance rates effectively counts attendance for every student for every day of attendance in Semester 1. The student attendance rate is generated by dividing the total of full-days and part-days that students attended, and comparing this to the total of all possible days for students to attend, expressed as a percentage.

DW = Data withheld to ensure confidentiality.

Student attendance distribution

The proportions of students by attendance range.



Description of how non-attendance is managed by the school

Non-attendance is managed in state schools in line with the DET procedures, *Managing Student Absences and Enforcing Enrolment and Attendance at State Schools* and *Roll Marking in State Schools*, which outline processes for managing and recording student attendance and absenteeism.

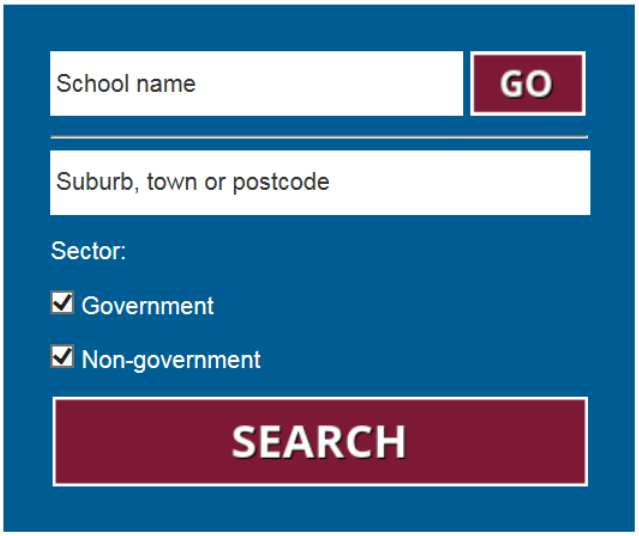
Class rolls are marked at the beginning of the school day and directly after Afternoon Tea on One School through the teachers' laptop. Late students report to the office for a late slip. Teachers alert office and then ring home if a student has three days absence. Office conducts a weekly absenteeism check through One School, alerts principal and then office checks by phoning parents. Written notifications are sent home for continued absences reminding caregivers of DET policy on attendance and seeking interviews to discuss the absences and issues around attendance. Encouraging attendance is done through the weekly newsletter, report card notification, and recognising high attenders through weekly parade and newsletter.

National Assessment Program – Literacy and Numeracy (NAPLAN) results – our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7, and 9.

Our reading, writing, spelling, grammar and punctuation, and numeracy results for the Years 3, 5, 7 and 9 are available via the My School website at http://www.myschool.edu.au/.

To access our NAPLAN results, click on the My School link above. You will then be taken to the My School website with the following **'Find a school' text box.**

Find a school



Where it says **'School name'**, type in the name of the school you wish to view, select the school from the drop-down list and select <GO>. Read and follow the instructions on the next screen; you will be asked to confirm that you are not a robot then by clicking continue, you acknowledge that you have read, accepted and agree to the **Terms of Use** and **Privacy Policy** before being given access to the school's *profile* webpage.

School NAPLAN information is available by selecting **'NAPLAN'** in the menu box in the top left corner of the school's profile webpage. If you are unable to access the internet, please contact the school for a paper copy of our school's NAPLAN results.